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ABSTRACT

The Community Librarian Training Program was designed to provide a basic library background to staff in public libraries and institutions who found it difficult or impossible to attend university courses. The combination of correspondence work and study sessions was to provide a formal base upon which in-service training could be built. Unlike workshops, the course would allow practice in the work situation over a considerable period of time. This paper describes and comments on a training program for community librarians in New Mexico. The program was initiated by the New Mexico State Library with the assistance of the Western Interstate Commission for Higher Education (WICHE), using as resources a Loyola University of Chicago correspondence study course, several practicing librarians in New Mexico, and an out-of-state consultant. Planning for the program began December 30, 1970, and phases I and II of the program were conducted over a period of approximately nine months in 1971. (Author)

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A COMMUNITY LIBRARIAN'S TRAINING PROGRAM

A Report on a New Mexico Program

and

Guidelines for Developing Training Programs Based Upon Correspondence Study and Adult Education Techniques

by

Joseph F. Shubert

Continuing Education Program for Library Personnel

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION
An Equal Opportunity Employer

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PREFACE

A Community Librarian's Training Program, is one of the first continuing education "packages" developed by the WICHE Continuing Education Program for Library Personnel. Joe Shubert has been conducting a correspondence course out of Loyola University for public library assistants for nearly a decade, and has won deserved praise from students and educators alike for combining quality and practical application. Many communities in the United States have better library services today because of his educational efforts.

C. Edwin Dowlin, Director of the New Mexico State Library, and I, as Director of the WICHE library program, contracted with Joe to test a new form of his correspondence course and to direct the evaluation of it. For the first time, those taking his course were brought together under the joint aegis of the New Mexico State Library and WICHE for discussion and additional learning opportunities. The results and, more importantly, a method for replicating this approach in other states, or regional systems, are what this publication is all about.

Coincidentally, the idea for the WICHE Continuing Education Program for Library Personnel was germinated in 1964 when Joe Shubert, who had just moved to ALA Headquarters from his position as Nevada State Librarian, conducted the first in a series of workshops sponsored by the Wyoming State Library. That workshop, one the following year which I conducted, and others first demonstrated to us the value of sharing resources and participants from a group of states. In December 1972, the Western Council on Continuing Education for Library Personnel was formed, and the first multistate consortium for the continuing education of library personnel was born. The WICHE Continuing Education Program for Library Personnel functions to identify the continuing education needs of library personnel in the participating states, to create or adapt continuing education programs and packages which can meet those needs, and to mount or deliver and evaluate these programs and packages. Our goal is to improve the delivery of library services in the West through the continuing education of all levels of library personnel in all types of libraries. Many workshops, institutes, seminars, publications, and packages are planned as integral units in a general educational matrix to work toward this goal.

The present publication is aimed specifically at public library assistants. All of us involved hope that others will find this publication a useful and important tool in bringing improved library service through staff development.

Peter Hiatt, Director
Continuing Education Program
for Library Personnel

INTRODUCTION

The Community Librarian Training Program was designed to provide a basic library background to staff in public libraries and institutions who found it difficult or impossible to attend university courses. The combination of correspondence work and study sessions was to provide a formal base upon which in-service training could be built. Unlike workshops, the course would allow practice in the work situation over a considerable period of time.

It was obvious from the beginning that evaluation of the Training Program would be needed if we were to compare results with other training techniques. Dr. Peter Hiatt, head of WICHE's Continuing Education Program for Library Personnel, was asked to direct evaluation efforts. Dr. Hiatt and Joseph Shubert, course instructor, were not only interested in helping perform the evaluation, their enthusiasm and involvement resulted in several improvements when a second phase was begun. Several busy librarians--Edward Sayre, Lois Godfrey, Hester Miller, George Morey, Alan Clark--gave generously of their time and efforts to make the supplemental meetings possible. Extra meetings they attended and the long distances they were willing to travel are but samples of the extra effort that is often the difference between success and failure.

Overall, nearly 60 staff members began the course in one of the two phases; and I am as pleased with the records of the students in the second phase as of the ones reported here. Nearly 1.5 staff members per public library in New Mexico have begun the course, and we are receiving requests for more course work of this type. Success in such a program as this will have a major impact on the efforts to develop statewide services and revitalize local efforts.

I believe this to be a most successful program, although the impact on communities cannot be known in the time span of this study. How do you register the excitement of a student attending her first Association meeting? How many new outreach projects are a result of the understanding gained in the course? What will come from the new degree of confidence shown in discussing statewide service programs? These answers may never be known, but I have felt them and been excited by what I felt.

Furthermore, I believe this course and its evaluation hold implications beyond the conclusions stated in this report. Does our present library education pattern meet the needs of the person actually working with the patron? I know of no other course so readily adaptable to such a program. Does the time span of the course provide an advantage over the short course workshop approach? Does this effort suggest a new qualitative role for WICHE's Continuing Education component?

The Community Librarian Training Program may not be an answer in itself. This study, however, does help to phrase the questions with which State Libraries and library educators must grapple.

C. Edwin Dowlin
State Librarian
New Mexico State Library
November 9, 1972

A COMMUNITY LIBRARIAN'S TRAINING PROGRAM

I. NEW MEXICO COMMUNITY LIBRARY SERVICES TRAINING PROGRAM

This paper describes and comments on a training program for community librarians in New Mexico. The program was initiated by the New Mexico State Library with the assistance of the Western Interstate Commission for Higher Education (WICHE), using as resources a Loyola University of Chicago correspondence study course, several practicing librarians in New Mexico, and an out-of-state consultant. Planning for the program began December 30, 1970, and phases I and II of the program were conducted over a period of approximately nine months in 1971.

Background and Setting

In 1969 the New Mexico Library Development Council and the New Mexico State Library cosponsored a statewide survey of New Mexico libraries, conducted by Arthur D. Little, Inc. The report of that survey, published in March 1970, the appointment of a new State Librarian, and the start of a new long-range development plan for New Mexico libraries all pointed to expected changes in library services for the 1970s.

As New Mexico librarians and the State Library staff undertook a program which would emphasize the maximum use of existing resources, the development of new resources, and interlibrary cooperation, attention was given to the need for a staff development program, which would assist library personnel at all levels to operate more effectively. The emphasis was to be on such changes as might be necessary to provide patrons at each local library outlet, access to statewide resources. It was recognized that a comprehensive staff development program would utilize a variety of resources and combine the approaches of different groups of personnel, such as administrators, practicing librarians, specialists, community librarians, drivers, library assistants, and others.

New Mexico's 41 public libraries play an important part in reaching readers throughout the state. Too often, library staff members in these libraries do not have an opportunity to take courses in library schools or in colleges and universities. As part of its new program of staff development, the New Mexico State Library undertook the New Mexico Community Library Services Training Program, a program of decentralized instruction which combines formal study through correspondence with a series of one-day seminars.

Objectives

The preliminary statement of the New Mexico Community Library Services Training Program listed its objectives as (1) to provide fundamental education in librarianship to personnel who have not had access to formal training programs; (2) to stimulate interest in staff development for library employees seeking vocational advancement; and (3) to evaluate the impact of staff development programs on library employees with career potential. In later discussions, New Mexico State Library staff and the resource associates of the program identified two additional objectives: (4) to develop identification with the profession and (5) to lay groundwork for cooperative programs.

Use of a Correspondence Course

The decision to use a correspondence course as an integral part of the Community Library Services Training Program was based upon several considerations. A basic introduction to library services was needed. This introduction had to include study of recognized texts, standards of service, and recent developments in library service. A correspondence course would provide an opportunity for students to proceed at their own pace, afford incentive through giving academic credits, and build a formal element into the program, requiring students to prepare written lessons to be graded.

The course used in the program was *Public Library Service* (LS 208), by Loyola University of Chicago. The course was written expressly for librarians and library assistants in smaller communities who have not had an opportunity to attend library school classes. The course deals with the aims and purposes of public libraries: the planning, development, and administration of service; and the evaluation of facilities and programs. Its aim is to give students a basic understanding of public library service and to motivate and suggest ways for further study, particularly through reading.

The introduction to the course notes, "The course offers a perspective on public library services and can be taken as an introductory course in librarianship. Topics such as book selection, reference work, and children's work are included in this course but should be studied more intensively in specialized courses." The objectives of the Loyola University library science courses are

1. To develop understanding of the basic objectives, principles and standards of modern library service. What is a good library? What is the difference between a library and a library program?

2. To instill attitudes of service. Librarians should remember at all times that a library exists for the readers, not for the librarians.

3. To teach certain skills and techniques, such as how to select books, prepare a budget, use reference books, evaluate services, etc.

4. To emphasize and provide practice in the use of library tools. In assignments, students are required to make sustained use of such bibliographies as the *Standard Catalog for Public Libraries*.

5. To emphasize the importance of continuing self-education and professional growth through reading and other opportunities to increase one's knowledge of librarianship, keep abreast of developments, find out where to get help with library problems, and develop professional responsibility.

6. To develop awareness that mere technical training does not make a librarian, that the preparation of community and teacher-librarians, as well as that of professionals, must include general education in the humanities, sciences, and social sciences. A good librarian must read widely.

On correspondence study in general, it should be noted that one of the earliest essays on correspondence study was written by William Rainey Harper, the first president of the University of Chicago, who is regarded as the father of correspondence teaching in the United States. His paper, other landmark articles, and current considerations of this method of teaching, are brought together in *The Changing World of Correspondence Study, International Readings*, edited by Ossian MacKenzie and Edward L. Christensen (University Park, Pennsylvania: Pennsylvania State University Press, 1971). This collection includes papers by Jack Arbolino, Gayle B. Childs, John W. Gardner, and Charles A. Wedemeyer, and others, which are particularly helpful in understanding the nature, limitations, and potential of correspondence study. The search for new approaches and forms in higher education and in continuing education, and the stimulus of suggestions from the Carnegie Commission on Higher Education (*Less Time, More Options: Education Beyond the High School*, McGraw Hill Book Co., 1970) and the Assembly on University Goals and Governance (*Chronicle of Higher Education*, vol. 5, no. 15, January 18, 1971) relating to extramural study should stimulate additional experimentation with the use of correspondence study.

Perhaps the most noteworthy aspect of New Mexico's decision to use a correspondence course as part of the Community Library Services Training Program was the attempt to develop

around the course a more complete training program designed to meet specific objectives and to offset some of the limitations of correspondence study.

The Students and the Correspondence Course

Fourteen students were enrolled in Phase I on February 12, 1971. Five were from Santa Fe, and the others were from Deming, Hatch, Las Cruces, Lordsburg, and Silver City. Another fourteen students were enrolled in Phase II on March 24. These students were from Cimarron, Espanola, Las Vegas, Pecos, Raton, Santa Cruz, Santa Fe, Santa Rosa, and Springer.

The students ranged in age from 20 to over 60. Most had not previously taken library science courses, although a number had participated in workshops, and seven had taken from one to four courses. Five had college degrees, another 10 had completed some college work, and approximately half had completed formal education with high school.

Statistics on the library work experience of the students were incomplete, but it appears that such experience ranged from less than a year to more than 11 years.

Table I. Characteristics of Students

AGE	-20: 0	20-29: 6	30-39: 6	40-49: 8	50-59: 4	60+: 4

EDUCATION COMPLETED	High School: 13	Some College: 10	Bacca-laureate: 4	BA+: 1

Academic rules of Loyola University require that courses be completed within one year from the date of registration. The Director of the Correspondence Study Division may extend this time for six months, and only two such extensions may be granted. By March 15, 1972, approximately 12 months after registration of the Phase I and II students, eleven students had successfully completed the course. Two other students had completed almost all lessons, and nine others were less far along. Two had automatically withdrawn by never having sent in a lesson, and four others had stopped sending lessons after completing a paper or two in the summer of 1971.

In September 1972 New Mexico State Library personnel interviewed by telephone the six individuals to ask the reasons for their having dropped out of the course. One replied she

"did not have the time" inasmuch as she was studying at a university in New Mexico; two others replied they were "not interested" in the course; and the other three reported they had changed jobs and therefore did not finish the course after having completed one or two lessons. Dropouts ranged in age from 21 to 55, with an educational attainment ranging from high school to the BA degree.

Successful study by correspondence requires considerable discipline on the part of students. They are free to work at their own schedule (or even not at all) and they must assume the responsibility for preparing and submitting lessons. How committed and steady were the New Mexico students? There is a fairly high dropout rate in correspondence study, even among students who pay their own tuition fees. A dropout rate of 21 percent is remarkable for this program, in which fees were paid by the State Library and in which administrative plans for participation in the program may have in some cases exceeded personal motivation for taking the course.

Success in correspondence work also requires the student to read carefully and to write clearly and well. The New Mexico students did well in the lessons they completed.

Feedback on the course was obtained from a variety of sources, directly from students in correspondence or in the exit interviews (held with 13 Phase I and II students at a meeting in Santa Fe on November 15, 1971) and indirectly through State Library staff, resource associates, and library administrators whose staff took the course. Indirect feedback was generally approving. Direct communication through letters and the comments accompanying the final lessons was gratifying, but the nature of this communication process inevitably stresses the positive and inhibits the negative. Therefore the summary of the student evaluation given to one of the resource associates in the November 15 exit interviews is appended as the most relevant feedback. Although it has little evaluation of course content, the summary identifies one of the chief student difficulties: securing assigned materials (in spite of New Mexico State Library's efforts to provide high-level interlibrary loan service).

The Seminar Series

As important as the formal course was a series of five meetings in which students participated. This series, arranged separately for the two groups of students, was planned by State Library personnel with the assistance of resource associates (practicing librarians who also took responsibility for individual meetings). The objectives for the series of meetings were established by the resource associates, State Library personnel, and WICHE consultants in a two hour meeting as follows:

1. To provide personal contact. Students would have the opportunity to discuss and share reactions, ideas, and questions with resource associates and to participate in discussions, demonstrations, and group activities which would be impossible in home study.

2. To further develop and discuss content. The meetings would provide the opportunity to explore some topics in greater depth, and to relate the course content to developments and situations in New Mexico.

3. To help participants with problems. It was anticipated that some students might welcome the opportunity to discuss problems or receive some specialized assistance.

4. To share useful information. Students were to have the opportunity to discuss and share experiences, ideas, and information.

The series began with (1) an orientation session at which students met the program coordinator, the correspondence study instructor, and the resource associates, and included sessions on (2) collection development, (3) services, (4) administration, and (5) planning.

Although each resource associate was free to develop his own seminar session, including the content, presentation, and method, the following were established in February and March meetings as guidelines for the series:

1. Each session was to be built upon a clear definition of purpose developed in relation to the total program.

2. Sessions were to be designed to facilitate participation on the part of each student.

3. The resource associate was expected to provide some content input, and was to assist participants in analysis and in relating the content to local and state situations.

4. The course would serve as a background for the program.

5. There should be an attempt to demonstrate creative and appropriate use of printed and audiovisual materials.

6. Adult discussion and learning techniques were to be used.

7. Sessions should be provocative and interesting.

Each resource associate was asked to provide the program coordinator with a statement of the objectives and scope of his or her session, including a brief statement on plans for evaluation of the session. The five meetings in the series were held as follows:

Topic	Phase I Group	Phase II Group
Introduction to the Program	March 15 Santa Fe	March 15 Santa Fe
Collection Development	April 21 Silver City	May 24 Cimarron
Public Services	May 26 Deming	July 12 Espanola
Administration	July 7 Las Cruces	August 23 Taos
Coordinated Library Systems	August 20 Silver City	September 20 Santa Fe

The introduction to the program provided a general orientation for the students and an opportunity for students, instructor, and resource associates to become acquainted. The session consisted of business details for the organization of the series, some background on the course from the instructor, and some information from all of the students on their backgrounds and their communities.

Preplanning for the collection development session concentrated on "selection procedures and censorship problems, the necessity for weeding, development of a plan for serials collections, and the sharing of opinions on tools for materials selection" (objectives defined by resource associate).

Objectives of the session on public services were to "define the library's publics; to emphasize the importance of staff attitude and the importance of service to all; to establish the need to know the community and its needs and to meet

needs creatively; to establish the need for liberal registration procedures; to cover the basics of good reference techniques; and to establish the difference between publicity and public relations" (objectives defined by resource associate).

The objectives for the administration session were to (1) emphasize that the primary concern of management is personnel; (2) explain that all personnel must be responsive to the wishes and needs of the patron; (3) teach the four steps in problem solving; (4) show that library procedures must be analyzed to determine optimum efficiency; and (5) develop the understanding that the effectiveness of libraries ultimately depends upon the effectiveness of management.

The session on coordinated library systems provided students with background on the New Mexico plan for improvement of library services and an opportunity for "relating the everyday work of students to services provided by their libraries and to the statewide program for improving library service."

Attendance at the seminars was excellent, even on the part of students who had not begun or who were far behind in completing their correspondence lessons. The meetings were evaluated through means of a questionnaire, and through discussions with students, resource associates, and staff.

Twenty students responded anonymously to a questionnaire mailed from the State Library, in which they were asked to react to the seminar sessions. The questions related most directly to seminar objectives 1 and 2, to provide personal contact and to further develop and discuss content, and to the overall reaction to the series of meetings and the work of the resource associates. Approximately 80 percent of the 20 students (or 16 of the group of 28 students) gave a favorable response to the several questions.

In "exit interviews" at a meeting of 13 of the Phase I and II students in Santa Fe November 15, students commented freely on the seminar sessions. Their criticisms of the sessions were not unlike those advanced by resource associates and staff. There was general agreement on the part of both students and staff and associates that the seminar sessions could be strengthened.

Reactions of both students and resource associates in evaluation of the seminar sessions showed the following key concerns: the attempt to cover too much ground in a single meeting; difficulties in developing a student-centered discussion rather than a lecture-dominated session; the environment and social setting of the seminar. Resource associates were frank in their evaluation. One resource associate characterized

herself as "overprepared" for her first group but "inexperienced" as a discussion leader. Another resource associate commented on the impact which the host library has on the session. Resource associates invariably pointed out that a surprisingly large block of their session time was given over to "warm up" or "group adjustment."

It appears the seminar sessions were useful to the students. The coordinator and the resource associates agreed that this experience with seminar sessions provided the basis for improved planning and development of future sessions. It appeared to the consultant that conditions which would enable the several resource associates and the coordinator to work as a team would be desirable. The coordinator has a perspective on the program that no one resource associate can have, and their joint planning of the sessions, with particular attention to the objectives of the series and to the seven guidelines, would strengthen the seminar sessions. There appears to have been little attention to the fifth guideline, and in their evaluation the resource associate recommended that the coordinator or consultant provide resource associates with more assistance in understanding adult discussion and learning techniques.

Costs

The State Library committed staff, materials, and cash resources to this program. In December 1971 the coordinator estimated that he had devoted between a fifth and a fourth of his time to the program during the year.* In addition to such indirect costs as those of processing vouchers, ordering materials, and handling an increased volume of interlibrary loan work for students, direct costs were itemized as follows:

Tuition	28 students at $60	$ 1,680
Materials	28 students at $11	308
Per diem	9 trips** at $20	108
Contracts	4 associates x 4 sessions at $50	400
Travel	associates--estimated	50
Miscellaneous		50
		$ 2,496

This cost averages out to $89 per capita, including $71 per capita for tuition and materials, and $18 for costs relating to the seminar sessions.

* This estimate included work on Phases III and IV, and a total of 60 students for one year
** Coordinator's travel only

An Overview

Some evaluative comments have been incorporated in the preceding sections dealing with the correspondence course and the seminar sessions. The following deal with the New Mexico Community Library Services Training Program as a whole in relation to the objectives set for the program:

1. *To provide fundamental education.*

In the twelve months from March 1971 this objective was tested principally through written work and final examinations in the correspondence study segment of the program and through the November 15 meetings of 13 students. The 11 students who completed the course by March 15 each took the thorough two-hour written examination required by Loyola University. This examination required students to demonstrate certain kinds of factual knowledge and to relate understanding of library principles and standards to specific situations. Each of the 11 New Mexico students passed the examination, some with distinction.

As part of the November 15 meeting, students worked in teams of two and participated in group discussions, relating library standards and background to a hypothetical survey situation. In this brief time, the students identified important concepts of service and demonstrated a familiarity with standards plus an acquaintance with some professional literature.

Four of the students in this program took the Summer 1971 statewide Grade I Certification examination which tests for knowledge equivalent to that obtained through two years of college and three library courses. Three of these passed this examination.

The program has provided certain fundamental education in librarianship to its participants.

2. *To stimulate interest in staff development.*

This will best be evaluated by State Library personnel and other New Mexico librarians as additional staff development programs are offered. Follow-up must be provided in related areas if this objective is to be achieved, and recognition and incentives should be provided to those who participate in staff development programs.

In May 1972, the head of the Library Development Division of the New Mexico State Library reported that both library administrators and potential students had inquired about the

availability of "the Loyola course" in the 1972-73 year. She also wrote: "In spite of some difficulty in locating instructors who can afford the time to participate in the training sessions, Development Division staff feel that this has been a very worthwhile aspect of the program for the staff development opportunity it affords those selected. For the 1972-73 annual program, therefore, the Division has the following objective . . . providing opportunities for professional and non-professional staff statewide to assume leadership roles in staff development programs."

3. To evaluate the impact of staff development programs.

This will best be evaluated after a longer period of time. There is a limited short-term evaluative feedback in the comments students have made upon completing the correspondence course, and at the November 15 exit interviews. Representative comments are excerpted:

> "My job has more meaning and it is a real challenge to keep all the changes."
>
> "In the year since I started this course, I have become aware of many aspects of library work, and my knowledge grows daily. Using skills and shortcuts learned in this course helps me through my work faster . . ."
>
> "I have decided to take the state Certification Tests . . ."
>
> "It has meant a great deal to me to know the librarians in this area. After being with them during the meetings I feel I have friends that will help me if I need them . . ."

4. To develop identification with the profession.

One indicator useful in evaluating achievement of this objective is the type of response students have given to the last question in the correspondence course. In this they are asked to "outline a realistic plan for keeping up to date" after completing the course. New Mexico students have identified professional periodicals which they have started to read as a consequence of the program and which they intend to continue reading. They have also outlined some reading programs which appear to be realistic, and in several instances they mentioned attendance at New Mexico Library Association meetings as a part of their plans. Some have identified courses or workshops in which they hope to enroll and generally speaking, they indicate some measure of identification with the library community.

Such plans, of course, require some support from library boards, head librarians, and the State Library. One of the resource associates pointed out that none of the students at her seminar session had attended the NMLA meeting the week before the seminar session. It is to be hoped that the New Mexico Community Library Services Training Program will encourage students to participate in future NMLA meetings, but such participation will probably require active support of the library administrators and the State Library.

5. *To lay groundwork for cooperative programs.*

Written work in the correspondence course segment suggests that students have acquired some understanding of the possibilities of the service and operational advantages of cooperative programs, but evaluation of this is premature and inconclusive at this point.

GEORGE MOREY'S SUMMARY OF GROUP EVALUATIONS 15 NOVEMBER, 1971

A. What suggestions do you have for improving the course?

1. Set a deadline for each correspondence lesson.
2. Send outlines and discussion materials ahead of the classroom sessions.
3. Allow more time between sessions and give more advance notice.
4. Allow people to become better acquainted.
5. Put one person in charge of getting together the course materials.
6. Discuss the course content in the classroom sessions.
7. Send Xeroxed "kit" of study materials, especially if these are hard to locate.

B. What problems did you encounter?

1. Difficulty in getting the references that accompany the course.
2. Not enough time between sessions.
3. Not enough advance notice of sessions.
4. Budget unit was very difficult.
5. Missing pages in course booklet.

C. What topic or lesson would you give less time to, or omit?

1. Furniture unit.
2. Standards
3. All were just right.

D. What topic or lesson would you expand or add to the course?

1. Reference; practical problems with guidelines (programmed).
2. Public relations, attitude.
3. Should emphasize items that are going to be on the exam.

PETER HIATT'S SUMMARY OF GROUP EVALUATION 15 NOVEMBER, 1971

OF WORKSHOP SESSIONS OF PUBLIC LIBRARY TRAINING PROGRAM

All groups agreed that the consultant questions which they formulated with Joe Shubert earlier in the day would not have occurred to them before starting the course.

The fact that they would drop nothing, but would like to add specifics--how to catalog, reference in depth, AV--they agreed indicated that the course had stimulated their desire to continue learning as well as identifying areas of need which they were probably not aware of before.

Needs Improvement

More opportunity for informal acquaintance with other participants and resource personnel.

Discussion outline prior to workshop session; specific workshop assignments; advance notice of what is going to be discussed.

Clear assignment deadline tied in with discussion. Details of workshop sessions: e.g., number of lessons to be covered in a session. At end of each session, prepare for next lessons.

Discussions

The direction of the discussion is more important than the material or information imparted.

The discussion should focus on the course.

The best sessions were characterized by "learning, not teaching," by discussion leading, not lecturing.

Logistics

Length of course and interval between meetings
- Group 2 (closest to completion)
  - 6-9 months with sessions every 2-3 months
- Group 1 (less far into courses)
  - 1 year with sessions every 3-4 months

Number of sessions
- More

Several suggestions for larger meetings, in part to balance the travel time.

Miscellaneous

Access to materials

Distance

Very positive attitudes toward the course/workshop package

Strong reinforcement that other states would benefit from program

II. GUIDELINES FOR DEVELOPING A TRAINING PROGRAM

BASED UPON THE NEW MEXICO EXPERIENCE

The New Mexico Community Librarians Training Program experience suggests a number of practical guidelines for developing a training program which incorporates the use of a well developed correspondence course as part of a larger training program.

Some Assumptions

Inasmuch as library administrators and library development specialists who may consider a community librarians training program are generally practical, results-oriented people, we can assume certain things:

1. *They have established (or are prepared to establish) program or service goals to which training objectives are subsidiary.* In other words, they will be able to establish specific training objectives in relation to a broader goal toward which they are devoting resources and energy.

2. *They have a commitment which requires them to harness several different activities in an integrated effort toward meeting the objectives.* This suggests that training is only one of several important components of their total program. For example, in developing a network, the administrator may be concerned with concurrent and/or phased development of communication channels; location or placement of materials, training of staff at different nodes and levels; public relations; and related efforts within projected time frames. In other words, the training effort has an identifiable place, priority, and schedule in the overall plan.

3. *They have a philosophy of operations and service which places a high priority on human resource development.* The administrators are willing to invest time, money, and effort to develop the capabilities of their staffs.

4. *They recognize that these guidelines are advanced for a program that usually is part of the larger, more comprehensive staff development program.*

5. *They will assign one person specific responsibility for training, and see that all supervisors understand the relationship of training program efforts to the overall program for*

which they may have some responsibility. Although we identify the person with specific responsibility as "training director," it is recognized that in many instances he or she may carry this as a part-time responsibility.

6. They are willing and able to take reasonable amounts of time to work with the training director, supervisors, and others to define objectives, plan and carry out the program.

Guidelines

1. Define the relationship of your training program to your overall program and its objectives.

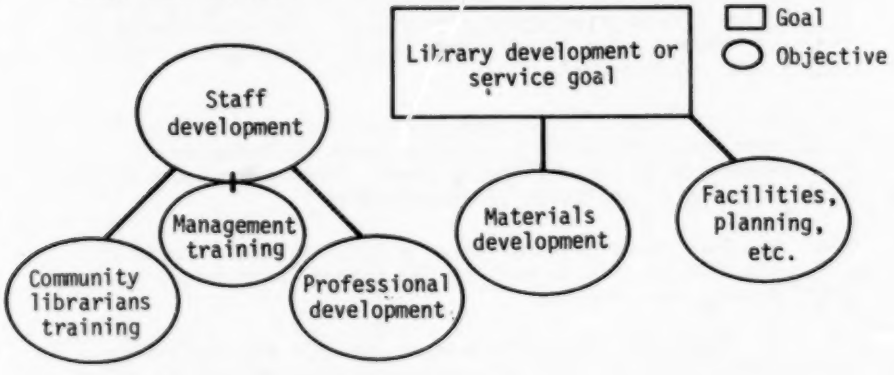
Given the first assumption above, identify with precision the objectives of the program which the training program is to support. These objectives may not have been previously defined in sufficient detail, and if not, this is the time to define them.

Ask yourself how this training program can advance these objectives.

2. Analyze your training needs.

Training needs should be analyzed in relationship to overall program goals and manpower requirements. What are these requirements today; what will they be twelve months from now and at other planning points?

Who needs training; what kind of training; for what purpose? What is the educational and experience level of the people in your trainee group? What do members of the trainee group want to learn?



3. Develop specific objectives for your training program.

Get some objectives on paper. The New Mexico program began with three objectives, which were expanded to five as a result of discussion. As you develop your program you will establish subsets of objectives, but at this point state your objectives under each category:

A. The overall training program.

B. The correspondence course component.

C. The seminar sessions component.

Some of the objectives for C might be:

a. To explore in greater depth some of the topics dealt with in the course or to open related areas for discussion.

b. To provide opportunity for students to discuss and share reactions, ideas, questions.

c. To provide additional directed practice in the use of certain tools or techniques.

d. To relate the course content to present programs, plans, or job assignments.

e. To give certain kinds of specific job instruction.

f. To furnish certain experiences impossible in correspondence study--discussions, field trips, demonstrations, use of certain audiovisual materials, group activities.

The foregoing are simply illustrative, and a useful set of objectives must be more specific. What topics? What techniques or tools? What experiences?

4. Examine the resources you have available, or can develop for your training program.

The training director is a primary resource for your program. He or she should be identified and assigned early.

Other resources: consultants; resource people; films, recordings, or other audiovisual materials; book and periodical displays; libraries and other appropriate places for field visits and demonstrations; discussion and group dynamics opportunities.

5. Test your draft objectives.

At least two ways of testing objectives are suggested:

a. Develop a set of behavioral objectives.* A training program represents an investment of time, money, and effort. What will the students be able to do after the program that they could not do before? How do the behavioral objectives relate to the objectives developed in response to Guideline 4?

b. Examine your draft objectives against the overall objectives identified in response to Guideline 1.

In both of these steps, involve two or more persons who have some general knowledge of your program. Listen to their questions not to refute, but to hear. It may also be appropriate to involve members of the trainee group in the stating and testing of these objectives.

6. Select the correspondence course with care.

Correspondence courses in library science vary greatly from course to course and from university to university. It is important to select with care.

A correspondence course should (1) be built upon clear objectives, (2) use up-to-date professional literature as texts and readings, and (3) be taught by instructors who are experienced as librarians and as teachers.

Secure a loan copy of the syllabus and instructions. Study these carefully before you arrange for others to study them!

Arrangements for the course, for materials, and for seminar sessions require time and preparation. Allow at least four months between the decision to set up a program and the kick-off seminar and plan to use those four months for the arrangements.

* A helpful guide is: Mager, Robert Frank. *Preparing Instructional objectives*. (Palo Alto, Calif.: Fearon Publishers, 1962). Also useful is Mager, R. F., and Peter Pipe. *Analyzing Performance Problems*. (Belmont, Calif.: Fearon Publishers, 1970).

7. Establish an overall time frame and make realistic plans for the number, length, and frequency of seminar sessions.

What is feasible from the point of view of students who may have heavy job and home responsibilities? What is feasible in the way of time and attention of the training director and resource persons? What is feasible in relation to other meetings, opportunities to come together, and tasks or topics which must be combined with this training program?

Plan seminar sessions as a sequence, and allow sufficient time between sessions for participants to complete portions of the course and to grow in understanding. As the New Mexico experience indicated, the seminar series (regardless of the number of meetings planned) should probably be spread over a period of approximately nine months. Rapid workers can complete the course in about five months, but they are exceptional, and, in view of the large number of persons who require extension to 18 months, the nine-month basic period appears to be a reasonable minimum.

Decisions on the length and format of individual seminar sessions depend upon such factors as material to be covered and techniques for accomplishing this, geographical considerations, travel problems and costs, whether or not students can stay overnight, and local precedents.

8. Develop careful plans for seminar sessions.

Determine the role of the training director and resource persons. If several resource persons are to be used in the series, the training director must provide continuity at the seminars.

Select resource people with care. Before making a commitment, discuss with them the program and the problems of community librarians; elicit ideas on how they might tackle the resource assignment; gauge their understanding of adult education techniques and their willingness to work with the training director.

The training director and resource people must work as a team. They should develop specific objectives for each session. Plans for the session should be tested against these objectives.

The training director should be familiar with the correspondence course and the sequence of lessons. Seminar sessions should not be tied too closely to the course syllabus, but the approximate accomplishment of students should be estimated in planning seminar topics.

Resource people should be expected to develop advance plans for their sessions, and it is the job of the training director to evaluate and counsel on these. He or she can be particularly helpful in analyzing session plans and in assisting resource people in clarifying and modifying objectives and in planning meetings to achieve these.

Some resource people are overly concerned with teaching facts and insufficiently experienced in group dynamics and adult education techniques. The training director and resource person should seek ways in which to involve students.

If possible and appropriate, engage resource people for more than one session. It takes time to prepare for the group, to plan a session which fits appropriately into the overall training program, and to become sufficiently acquainted with the correspondence course to develop session content which is supplementary and interesting. Resource people will need time to develop rapport with the group; meeting the group two or more times reduces the proportion of time given over to "warm-up." Additional experience with the group also enables the resource people and training coordinator to try improved techniques for adult participation.

Give careful attention to materials. Check to see what materials are used as readings in the course. See if there are additional ways in which these can be used in seminar sessions. Review materials and handouts at least two weeks in advance of a seminar session. See that the seminar provides opportunity for creative use of materials and handouts.

Pay particular attention to details and to physical arrangements. *Workbook for a Successful Workshop* by Dorothy D. Corrigan (Chicago: American Library Trustee Association, 1967) is recommended as a guide in planning content and arrangements.

Announce the dates and places for the seminar sessions as early as possible. Publicize this calendar among other planners in the sponsoring system and libraries so that conflicts in dates are as few as possible.

9. Develop appropriate plans and policies for selection and registration of students.

Many people approach formal study with trepidation, particularly those who have been out of school for many years. These individuals may need some encouragement and reassurance but they should not be "oversold." Correspondence study makes demands upon the student, and participants should be prepared to spend reasonable time and effort on their study.

Loyola's LS 208 is college-level work. Talented students who have practical experience in a library but who have only a high school education (and occasionally less) can be admitted as mature students. Some of these students do outstanding work.

Success in correspondence work depends largely upon the initiative and follow-through of the student. He must want to complete the course, and the recruitment and selection of students should recognize individual decisions and the importance of self-motivation.

In the New Mexico program, the State Library paid full tuition and provided texts. In some situations, the sponsoring library might want to arrange for students to share to some extent in these costs, or arrange for full payment on a reimbursement basis after completion of the program.

It may be most convenient for the sponsoring library to secure completed application forms from the students and register the group with one payment. If so, be sure that each student receives a copy of the university catalog, or at least that section with the academic rules. He needs this information on grades, time limits, final examination, etc.

Recognize that problems may arise in the seminar series or within libraries when staff members at different status levels are enrolled in the program at the same time. In many instances, the community librarian and one or more assistants study together at the same time without difficulty, but personalities in other instances are such that problems may develop for one or more of the students.

10. Make sure study materials are available when needed.

Most library correspondence courses will require both a text and a sizable number of periodical or other references.

Make sure that the materials on the bibliography are available in the library or through interlibrary loan. It is astonishing how frequently students send their instructor the postcard notice or other proof that their State Library has been unable to supply the current edition of a well-known book of recent ALA imprint, or an article from the *Library Journal* or *Wilson Library Bulletin* less than six years old.

It is probably worthwhile for students to experience some of both the benefits and frustrations of interlibrary loan.

11. Make sure that the supervisors of your trainees understand what is going on.

Supervisors are concerned with the work which they assign their people. They may or may not share your philosophy on human resources development; they may look upon training as an intrusion. They should have a realistic understanding of how the training program will contribute to their operation, and how their decisions affect training efforts.

Supervisors and students should have a clear understanding of any ground rules on using library time for study, arrangements for use of materials, etc.

12. Begin the program with an appropriate kick-off meeting of students, training director, and resource people.

Include some orientation to correspondence study. If it is possible, arrange to have the correspondence course instructor participate in this meeting. A tape recording, long-distance telephone connection, or some other means of bringing the instructor in direct contact with the students, training director, and others in this meeting may be possible. It may be advisable to include administrators or key supervisors in the kick-off meeting.

One New Mexico library administrator remarked that the kick-off meeting was particularly useful in generating enthusiasm as the part of her staff members. They enjoyed meeting other students starting the same experience and they were less fearful of the course.

13. The training director may find it useful to make some direct contact with the course instructor.

The relationship between student and course instructor is a private one, and the instructor does not discuss grades with anyone except the student. However, it may be advantageous to students, training director, and instructor to make arrangement for periodic reports from instructor to training director on how far each student has progressed in his lessons. This enables the training director to communicate with slower students (who without some encouragement might fall further behind or drop out). Status reports may help the training director identify problems and correct them early.

14. Evaluate as you go along.

Have participants complete brief anonymous evaluation forms after each session. Analyze these, and use the results in modifying subsequent plans and sessions.

Plan also for an evaluation by the training director and others approximately six to nine months after completion of the

program, and include consideration of continuing education needs.

15. Adjust the schedule of the training director to provide him with sufficient time to handle his training program responsibilities.

The training program is part of a larger library development effort and it should be handled well and effectively tied in with other development activity.

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NEW MEXICO COMMUNITY LIBRARY SERVICES TRAINING PROGRAM

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BASIC INFORMATION ON LS 208

The following is an excerpt from the Loyola University *Bulletin of Information: Correspondence Study Division, 1972*, issued by

Correspondence Study Division
Loyola University of Chicago
820 North Michigan Avenue
Chicago, Illinois 60611

LIBRARY SCIENCE

Loyola courses do not lead to a degree in library science. The courses do cover certain essentials of library science and they provide the student with a basic understanding of certain principles, programs and techniques in librarianship. The courses are designed primarily for community librarians and teacher-librarians . . .

Librarianship deals with books and people. Of necessity, Library Science courses require wide reading and use of books and periodicals. Students must have access to suitable library and interlibrary loan resources to complete these courses successfully.

208. *Public Library Service.* Study of the aims and purposes of public libraries, the planning, development and administration of service, standards of service and the evaluation of facilities and programs. Emphasis is placed on these topics as they relate to library service in small communities.

Three semester hours, tuition $65.

EVALUATION FORM

Reaction to classroom session for the Public Library Services course.

Check the blank which most honestly reflects your opinion on each statement.

1. The classroom sessions gave me a greater depth of understanding of the topics covered.

:	:	:	:	:
strongly disagree	disagree	no opinion	agree	strongly agree

2. The opportunity to share ideas with other students was valuable.

:	:	:	:	:
strongly disagree	disagree	no opinion	agree	strongly agree

3. I learned some practical points which I have been able to apply in my work.

:	:	:	:	:
strongly disagree	disagree	no opinion	agree	strongly agree

4. The sessions related course content to my vocational responsibilities.

:	:	:	:	:
strongly disagree	disagree	no opinion	agree	strongly agree

5. The opportunity to talk to experienced librarians gave me more enthusiasm for the course.

:	:	:	:	:
strongly disagree	disagree	no opinion	agree	strongly agree

6. Attending the sessions justified my time and travel involved.

:	:	:	:	:
strongly disagree	disagree	no opinion	agree	strongly agree

7. The discussion leaders were well informed and knowledgeable in their topics.

:	:	:	:	:
strongly disagree	disagree	no opinion	agree	strongly agree

8. The discussion leaders were stimulating and encouraged participation.

:	:	:	:	:
strongly disagree	disagree	no opinion	agree	strongly agree

9. The sessions favorably influenced my attitude regarding possible continuation in the library vocation.

:	:	:	:	:
strongly disagree	disagree	no opinion	agree	strongly agree

10. I should recommend students of Phase III and IV to attend all of the classroom sessions.

:	:	:	:	:
strongly disagree	disagree	no opinion	agree	strongly agree

GROUP DISCUSSION LEADERSHIP GUIDE

The following is from *A Manual for Group Discussion Participants*, by Paul Bergevin and Dwight Morris, copyright 1965 by The Seabury Press, Inc., New York, pp. 18-24. It is reprinted by permission of the publishers.

4. Duties of the Leader

   a. The Leader Prepares for the Discussion

      (1) Gets information about the topic to be discussed

         (a) Becomes generally familiar with the topic

         (b) Gets information on all sides of the topic

         (c) Puts the principal ideas on paper

      (2) Makes careful plans for the discussion

         (a) Prepares a short outline as a guide, listing three or four main points

         (b) Prepares a few appropriate questions to start the discussion (based upon his outline)

         (c) Prepares introductory remarks

            . . Brief introduction of the topic to be discussed should include answers to the following questions:

               What is the purpose of this discussion?

               Why is the topic important?

               Length of introductory remarks will vary with interest, experience, and previous knowledge of group.

            . . Introduction sometimes built around appropriate visual aids

               . Supplementary visual materials must be directly related to the subject to be discussed.

               . Leader should prepare group for this kind of presentation so members will know how to use the materials as discussion aids.

. Leader should ask pertinent questions about the visual aids used. These questions should be specific. They serve as a starting point for the main discussion.

(d) Makes suitable physical arrangements

. . Should see to it that chairs are arranged so that each group participant can see the face of every other group participant without turning around

. . Should see that name cards are placed before each member of the group

(e) Plans for participation

. . Tries to get a group of optimum size (six to twenty persons)

. . Should recommend that members of the group, called group participants, prepare for the discussion by reading or in some way acquiring information about the topic

. . Should explain the group discussion technique; may explain briefly the duties and responsibilities of a group discussion leader and also what is expected of each group participant

. . Should learn something of the interests, vocations, etc., of each participant present

b. The Leader Conducts the Discussion

(1) Before getting started

(a) Arrives in advance of meeting time and gets acquainted with the participants

(b) Makes sure that each participant introduces himself at the first meeting

(2) Starting the discussion

(a) Writes topic on blackboard and gives prepared introduction

(b) Presents outline of topic to group participants

(c) Asks stimulating or provocative questions to draw the group participants into discussion (questions have been prepared in advance)

. . Directs each question to one of the group participants

. . Tries to phrase each in such a way that it cannot be answered simply by "yes" or "no"

(3) Maintaining a friendly and informal atmosphere

(a) The leader must be aware of the role he plays. He must keep in mind that how he acts and what he says will to a considerable extent determine the setting. At this point, there is a tendency for some leaders to act the part of the expert or to develop a teacher-student relationship. The leader, being aware of this danger, must be constantly on guard against assuming, or being forced into, a position harmful to good discussion.

(b) Group participants do not have to raise hands in order to be recognized, nor do they have to address the chair, stand, or observe any other formal procedure. In fact, such actions should be discouraged by the leader until they gradually disappear.

(c) The leader should listen attentively to what each participant has to say. If the leader shows interest in every comment, the group participants will see, *by example*, the importance of each contribution.

(d) If any person has difficulty in expressing a thought, the leader should assist him in a helpful and friendly manner to communicate.

(e) The leader uses appropriate humor occasionally.

(4) Helping to establish good communication

Each idea expressed should be clear to those who are listening. The leader:

(a) Sees to it that the group participants have an opportunity to get their pet ideas which are related to this topic "off their chests." This acts as a purgative and is sometimes necessary before the group will get down to the business at hand.

(b) Determines when to keep the discussion on the subject and when to allow digression. Occasional short digressions are natural and healthy in any discussion.

(c) Encourages and helps people to say what they mean. Restates comments (if necessary) to check for the intended meaning.

(d) Helps group participants to accept and evaluate criticism of their ideas. He discourages petty remarks which may arise from personality conflicts.

(e) Sets the pattern of communication by helping the group participants to share in the discussion--to share with all present.

(f) Uses simple, clear-cut language; doesn't try to show off his vocabulary.

(g) Does not evaluate or criticize comments offered by the group participants. He sees to it that the group participants do this job.

(5) Keeping the discussion moving

(a) The leader encourages *purposeful* talk throughout the discussion; mere talk is not good discussion.

(b) The leader maintains balanced participation

. . Anyone with something to contribute to the discussion should have an opportunity to say it.

. . The leader should speak and act as though he expects participation.

. . The leader should bring quiet or timid members into the discussion.

. . The leader must see that every group participant sits with the group and remains a part of it (no fringe of non-participation or side discussion carried on in undertones).

. . The leader must keep discussion from becoming one-sided

. Encourages those who hold the minority position to participate, if encouragement is necessary; he can draw them into discussion by introducing ideas himself or by asking them what they think of the ideas which have been presented.

. Guards against domination of the discussion by a small, articulate group, or by one person.

. Encourages the participants to assist all to contribute to the discussion and allow a reasonable time for each contribution.

(c) When the leader asks a question, he should pause momentarily, and if no one speaks, he can be silent until the pressure of silence makes someone talk, or he can direct a question to a particular person.

(d) The leader guides the discussion along the established outline

. . Should not hold too rigidly to the outline; on the other hand, should not allow too many digressions

. . Should encourage the group to decide whether the discussion is staying on the topic

. . Should see to it that the discussion flows along in a natural, not forced, manner

(e) The leader occasionally makes brief summaries which should be impartial and understandable by the group, in order to:

. . Help the group to stay on the topic

. . Prevent needless repetition

. . Assist in recording areas of agreement and disagreement

. . Prepare the group to pass from one part of the topic to another

(f) The leader remains in the background

. . Should talk only when necessary

. Makes no speeches after the brief introduction but gives brief comments, occasional summaries, and asks pertinent questions

. . Should provide direction and movement to the discussion through subtle suggestions. *He does not answer questions-he redirects them to other group participants.*

. . Should not assume the role of expert

(g) The leader constantly seeks from group participants information and evidence from which conclusions can be drawn.

(h) The leader concludes the meeting (it is suggested that each discussion period last no longer than one and one-half hours):

. . Should tie up loose ends of the discussion in a final summary; does not hand down his own conclusions but summarizes the contributions that came from the group.

. . May point out the milestones that have been reached in considering the *subject* and point toward future *topics* which could derive from the same or *another subject*

. . Before the close of the meeting, the following questions must be talked over and agreed upon:

. Why are we going to hold another meeting?

. Where will the next meeting be held? At what time?

. What will be the topic?

. What resource materials should be read and where can the participants get these, or other kinds of needed information?

. Should an expert (or experts) be called in at the next meeting as a resource person?

. Who will be the leader at the next meeting?

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